









4. Blend concepts and skills to develop Trauma-informed practices in children's behavioral health services. Met Faculty Expectations

*(750 characters or less)*

There were a total of 49 (duplicated) enrollments in the four courses ranging from 8-16 students per class. A survey is sent to all students in the spring to elicit feedback from program participants with two additional reminder emails. This year, nine participants responded to the survey. The survey responses were generally good, and consistent with previous assessment survey results. Based on the results, there were no faculty suggestions for any changes in the assessment survey or methods.

*(750 characters or less)*

79% (7/9) participants were satisfied with the training and technical assistance received; 88% (8/9) participants felt they could do their job better as a result of taking OECCBH; A pre-post questionnaire using a 1 - 5 likert scale is used to assess specific content areas. Communication & Relationships Pre= 3, Post= 4.6; Professionalism Pre=4.0 Post= 4.6; Planning Pre= 2.6, Post= 4.3; Family Support Pre= 3.3, Post= 4.6; Child Development Pre= 3.3 Post= 4.6; Attachment Separation & Trauma Pre= 3.0 Post= 4.6; Teaching Strategies & Services Pre= 2.6 Post= 4.3; Crisis Response Pre= 3.0 Post= 5.0; Suicide prevention Pre= 3.3, Post= 4.6; Physical & Medical Needs Pre=3.3 Post= 4.3; and Self-determination



- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY21.

*(100 characters or less)*

Pre-requisite requirements have been eased; advising for the program is primarily through HUMS.

*(750 characters or less)*

There have been more HUMS degree seeking students than in the past where the target student was a working direct service professional in need of additional training. The Strategic Investment Grant sTm0 g0 G(((750)-2( )-3(characte)-3(rs )5(o)t6a4f oA.00to P8092 reWtctepāthe Strategic Investmengree seeking





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Our program was designed to improve the skills and abilities of employed Direct Service Professionals supporting youth with disabilities. Over time we have moved toward more HUMS degree seeking students and fewer employed DSPs. Many of our degree seeking students have used the HUMS degrees as a stepping stone toward pursuit of more advanced degrees. Several of our students have started as DSPs never taking a college class before and realized their own potential to academically succeed. We have several examples of graduates who have gone on to pursue advanced degrees in Social Work, Psychology, one student successfully completed programs to become a Board Certified Behavior Analyst (BCBA), and others have become Registered Behavior Techs

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Andres

1/6/2022